

## **Differentiated Pay Plan 13-14**

Ririe School District #252 has chosen to focus on the Seven Correlates of Effective Schools to help improve student achievement. Research shows if school districts have these seven characteristics in their schools, the schools will be more effective and will have a positive impact on their achievement. Ririe School District #252 strives to improve student achievement.

The Seven Correlates of effective Schools include:

**Clear School Mission** - In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

**High Expectations for Success** - In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential content and school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

**Instructional Leadership** - In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

**Frequent Monitoring of Student Progress** - In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

**Opportunity to Learn and Student Time on Task** - In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential content and skills. For a high percentage of this time students are engaged in whole class or large group, teacher-directed, planned learning activities.

**Safe and Orderly Environment** - In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

**Home - School Relations** - In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve that mission.

The research based / approved activities all fit under the umbrella of one of the Seven Correlates of Effective Schools.

Research shows effective collaboration has a positive impact on student achievement. If teachers are able to collaborate and discuss the vertical and horizontal implementation of the Idaho Core Standards, instruction will be better organized and disseminated to the students. This will lead to more effective instruction which will have a positive impact on student achievement.

If Ririe School District #252 has all units, tests, and exams tied to the Idaho Core Standards, this will lead to teachers teaching exactly what the standards are requiring. This will also lead to students receiving the content and instruction appropriate to prepare students for the SBAC. Students will then be better prepared to perform on the test being developed by the Smarter Balanced Assessment Consortium.

Effective schools provide students with a safe and orderly environment. Activities and training specifically targeted to help improve the safety of schools will have a positive impact on student achievement. Research shows a safe and orderly environment is one of the characteristics of schools that are effective. Time dedicated to anti-bullying and character education will help to improve the overall environment and safety of schools.

We must prepare students to be successful in the 21<sup>st</sup> century. The State of Idaho has put forth a lot of money in order to facilitate the implementation of technology into daily lesson. Students need to be exposed to instruction that includes the use of technology. Technology is a part of our world. Technology must be a part of the instruction students receive on a daily basis.

The state of Idaho has required teacher evaluation tools to be tied to the Danielson Modules of Teaching. Research shows these modules have a positive impact on the instruction students will receive. If teachers are able to receive training specifically about these modules, instruction will improve. This will lead to improved student achievement.

The Response to Intervention process is researched based. This process has proven to improve student achievement when implemented correctly. This process requires a lot of extra time and effort on the part of the educators. Progress monitoring is a specific part of this process that falls directly on the classroom teacher. Teachers must progress monitor in order to determine if interventions are effective for specific students. When it is determined by the progress monitoring process that an intervention is effective or ineffective, adjustments to interventions can be made based on the data.

There is not a replacement for practice. Research shows the more you practice a skill, the more proficient you will become at that skill. Hence, the more students can practice questions and examples of questions similar to those that will be found on the SBAC, the better their performance and achievement.

Each employee who would like to earn some of the money budgeted for the Differential Pay Plan must turn in a Differential Pay Plan Template along with all the evidence verifying the hours logged. Teachers must turn in results of pre-tests/units and post-tests/units that show measurable improvement. These tests must be tied to Idaho Core Standards.

All hours must be turned in with evidence on May 1, 2014. After hours have been verified and approved by the building principal, they will be sent to the district office for final tabulation and distribution of the funds.

Employee Name: \_\_\_\_\_

- [illegible]

## Researched Based / Approved Activities

<p style="text-align: center;"><b>Teachers / Paras</b></p> <ol style="list-style-type: none"> <li>1. Committee / Team Meetings</li> <li>2. Create a final / unit exam with each question/ activity tied to ICS.</li> <li>3. Attend a collaboration meeting with all members present             <ol style="list-style-type: none"> <li>a. K &amp; 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup>, 4<sup>th</sup> &amp; 5<sup>th</sup>, 6<sup>th</sup> &amp; 7<sup>th</sup>, 8<sup>th</sup>-12<sup>th</sup></li> <li>b. Pre-K &amp; K, 1<sup>st</sup> &amp; 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup>, 5<sup>th</sup> &amp; 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup>, 9<sup>th</sup>-12<sup>th</sup></li> </ol> </li> <li>4. Safeschools training</li> <li>5. Create a lesson using technology in a way you have not yet done.</li> <li>6. Danielson training             <ol style="list-style-type: none"> <li>a. 2a: creating an environment of respect and rapport</li> <li>b. 2b: establishing a culture for learning</li> <li>c. 2c: managing classroom procedures</li> <li>d. 2d: managing student behavior</li> <li>e. 3a: communication with students</li> <li>f. 3b: using questioning prompts and discussion techniques</li> <li>g. 3c: engaging students in learning</li> <li>h. 3d: using assessments in instruction</li> </ol> </li> <li>7. Progress monitoring</li> <li>8. Character Education training</li> <li>9. Anti-Bullying campaign</li> <li>10. Expose students to SBAC in classroom</li> <li>11. Check-in-Check-out mentor</li> </ol> <p style="text-align: center;"><b>Transportation</b></p> <ol style="list-style-type: none"> <li>1. Committee/team meetings</li> <li>2. Driver/route evaluations at first of year and again at the end of the year to see any improvements</li> <li>3. CPR / first aid training</li> <li>4. Rail road crossing operation life saver</li> <li>5. Pick a bus rule / talk reinforce the importance of the rule weekly</li> <li>6. Positive behavior notes to all parents of riding students</li> <li>7. Blackfoot state training</li> <li>8. Idaho's school bus driver training classroom curriculum</li> <li>9. Be more aware of aggressive bullying behavior of students and driver</li> </ol>	<p style="text-align: center;"><b>Counselors</b></p> <ol style="list-style-type: none"> <li>1. Committee / Team Meetings</li> <li>2. Excel training</li> <li>3. power-point training</li> <li>4. Star program training</li> <li>5. SBAC training</li> <li>6. IRI testing</li> <li>7. SBAC training</li> <li>8. Infinite Campus University</li> <li>9. Idaho CIS trainings – using it in classrooms</li> <li>10. High School Counselor trainings – college prep</li> <li>11. Monthly emails to senior parents</li> <li>12. Check-in-Check-out mentor</li> </ol> <p style="text-align: center;"><b>Food Service</b></p> <ol style="list-style-type: none"> <li>1. Committee / Team Meetings</li> <li>2. ServSafe training</li> <li>3. Safeschools training</li> <li>4. CPR training</li> <li>5. First Aide training</li> <li>6. Emergency recall of food and sickness plan</li> <li>7. Low sodium cooking class</li> <li>8. Knife skills class</li> </ol> <p style="text-align: center;"><b>Office Staff / Paras</b></p> <ol style="list-style-type: none"> <li>1. Committee / Team Meetings</li> <li>2. Infinite Campus Training with Don Neves</li> <li>3. IC Webinars</li> <li>4. IC Community training videos</li> <li>5. ISEE boot camp training</li> <li>6. Excel Training/workshops</li> <li>7. Safeschools training</li> <li>8. Financial Workshops</li> <li>9. Persi Training</li> <li>10. Administrative Assistant Workshops</li> <li>11. Shot Smart Trainings</li> <li>12. Federal Monitoring Audit Webinars</li> <li>13. School Board Trainings</li> <li>14. Payroll Conferences</li> <li>15. Concussion and CPR Training</li> <li>16. Check-in-Check-out mentor</li> </ol> <p style="text-align: center;"><b>Custodial / Maintenance</b></p> <ol style="list-style-type: none"> <li>1. Safeschools</li> <li>2. R &amp; S training</li> <li>3. Rocky Mountain Boiler training</li> </ol>
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